

Funder	Funder	Project Title	Funding	Institution
United States	The New England Center for Children	Instructional fading and the building of cooperation with medical procedures	\$1,830	The New England Center for Children
United States	The New England Center for Children	Teaching Verbal Behavior: A Response Prompt Evaluation	\$5,550	The New England Center for Children
United States	The New England Center for Children	An Evaluation of the Generalized Nature of Conditioned Reinforcers	\$5,895	The New England Center for Children
United States	The New England Center for Children	Comparing the value of a token to that of its most potent backup	\$5,895	The New England Center for Children
United States	The New England Center for Children	Competing items for FCT schedule thinning	\$4,500	The New England Center for Children
United States	The New England Center for Children	A comparison of mixed and multiple schedules for the treatment of pica	\$4,500	The New England Center for Children
United States	The New England Center for Children	Using Delay and Denial tolerance training in the treatment of automatically maintained problem behavior	\$4,500	The New England Center for Children
United States	The New England Center for Children	Increasing persistence in the context of treatment integrity failure	\$4,500	The New England Center for Children
United States	The New England Center for Children	Increasing adherence to medical examinations for individuals with autism	\$5,035	The New England Center for Children
United States	The New England Center for Children	Identifying reinforcers for use in the treatment of automatically reinforced behavior	\$5,035	The New England Center for Children
United States	The New England Center for Children	Functional analysis & treatment of immediate echolalia	\$5,035	The New England Center for Children
United States	The New England Center for Children	Effects of negative reinforcer value manipulations without extinction on escape-maintained problem behavior	\$5,035	The New England Center for Children
United States	The New England Center for Children	Using video modeling and feedback to teach parents how to expand their child's language and play	\$3,225	The New England Center for Children
United States	The New England Center for Children	A comparison of the use of video modeling with and without voiceover instruction to teach parents of children with autism	\$3,225	The New England Center for Children
United States	The New England Center for Children	Using the Early Skills Assessment Tool to Evaluate Outcomes in Children with Autism Spectrum Disorders	\$3,225	The New England Center for Children
United States	The New England Center for Children	The use of video modeling to increase procedural integrity in incidental teaching	\$3,225	The New England Center for Children
United States	The New England Center for Children	The use of video-modeling to increase procedural integrity across teachers	\$3,225	The New England Center for Children
United States	The New England Center for Children	Evaluation of video feedback and self-monitoring to improve social pragmatics in individuals with ASD	\$3,225	The New England Center for Children
United States	The New England Center for Children	Teaching Self-Advocacy when an item is Missing from the Environment in Individuals with ASD	\$3,225	The New England Center for Children
United States	The New England Center for Children	Teaching Social Orienting in Children With Autism	\$3,225	The New England Center for Children

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United States	The New England Center for Children	Teaching Joint Attention Using Multiple Exemplar Training with Toddlers Diagnosed with Autism	\$3,225	The New England Center for Children
United States	The New England Center for Children	Using general case instruction to establish repertoires of helping in children with autism	\$3,225	The New England Center for Children
United States	The New England Center for Children	Use of Social referencing to teach safety skills to CWA	\$3,225	The New England Center for Children
United States	The New England Center for Children	Thinning the Schedule of High-Quality Reinforcement for Prompted Responses in a Differential Reinforcement Procedure	\$2,345	The New England Center for Children
United States	The New England Center for Children	Teaching Observational Learning to Acquire New Sight Words	\$2,345	The New England Center for Children
United States	The New England Center for Children	A comparison of BST and enhanced instruction training for conducting reinforcer assessments	\$2,345	The New England Center for Children
United States	The New England Center for Children	A parametric analysis of the effect of procedural integrity errors in delivering reinforcement on skill activities	\$2,345	The New England Center for Children
United States	The New England Center for Children	Evaluation of Train to Code as a Remediation and Training Program for Training Teachers to Conduct Match-to-Sample Procedures	\$2,345	The New England Center for Children
United States	The New England Center for Children	Stimulus control of stereotypy	\$3,380	The New England Center for Children
United States	The New England Center for Children	Identifying preferred break environments	\$3,380	The New England Center for Children
United States	The New England Center for Children	Evaluating the effects of isolated reinforcers on skill acquisition	\$5,750	The New England Center for Children
United States	The New England Center for Children	Comparing the use of Video and Pictorial Stimuli in Paired Stimulus Preference Assessments	\$5,570	The New England Center for Children
United States	The New England Center for Children	Training staff to conduct competing items assessments using enhanced written instructions	\$5,570	The New England Center for Children
United States	The New England Center for Children	Evaluating the Stability of Preference over Time in Individuals with Autism Spectrum Disorder	\$5,570	The New England Center for Children
United States	The New England Center for Children	Further evaluation of motivating operations manipulations on skill acquisition	\$5,570	The New England Center for Children
United States	The New England Center for Children	Multiple Mands and the Resurgence of Behavior	\$1,830	The New England Center for Children
United States	The New England Center for Children	Sensitivity to reinforcement: Effects on learning and physiological correlates	\$1,830	The New England Center for Children
United States	The New England Center for Children	Examining the effects of response effort on resurgence	\$1,830	The New England Center for Children

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United States	The New England Center for Children	Teaching students with autism to use Augmentative and Alternative Communication: Addressing unanswered questions	\$1,830	The New England Center for Children
United States	The New England Center for Children	Exploring a generative approach to teaching musical concepts	\$1,830	The New England Center for Children
United States	The New England Center for Children	Building a solid foundation: Direct teaching of readiness and attending behavior	\$1,830	The New England Center for Children
United States	The New England Center for Children	Multiple exemplar training and generality of prepositional concepts: Does training structure matter?	\$1,830	The New England Center for Children
United States	The New England Center for Children	Using matrix training to promote generalization of foundational skills	\$1,830	The New England Center for Children
United States	The New England Center for Children	Teaching children with autism to learn by listening -- Assessment and treatment of challenges in auditory discrimination	\$1,830	The New England Center for Children
United States	The New England Center for Children	Use of a visual imagining procedure to teach remembering	\$5,895	The New England Center for Children
United States	The New England Center for Children	Demand assessment using a progressive ratio with a fixed positive reinforcer	\$5,895	The New England Center for Children
United States	The New England Center for Children	Continuous vs. Brief Stimulus Comparison using Second-Order Schedule of Reinforcement	\$5,895	The New England Center for Children
United States	The New England Center for Children	Effects of response effort on resistance to extinction	\$5,895	The New England Center for Children
United States	The New England Center for Children	Exchange Schedule Manipulations	\$5,895	The New England Center for Children
United States	The New England Center for Children	Delay discounting with and without instruction	\$5,895	The New England Center for Children
United States	The New England Center for Children	Transferring stimulus control to promote more independent leisure initiation	\$4,060	The New England Center for Children
United States	The New England Center for Children	Comparative functions of preference assessments for leisure repertoire development	\$4,060	The New England Center for Children
United States	The New England Center for Children	Using video modeling and video feedback to develop social skills during leisure activity	\$4,060	The New England Center for Children
United States	The New England Center for Children	When teaching leisure skills isn't enough: Increasing the reinforcing value of leisure activities	\$4,060	The New England Center for Children
United States	The New England Center for Children	Teaching symbolic play using in-vivo video modeling and matrix training	\$5,500	The New England Center for Children
United States	The New England Center for Children	An Evaluation of Decreasing Vocal & Motor Stereotypy in Children with Autism	\$5,550	The New England Center for Children
United States	The New England Center for Children	A behavioral analysis of anxiety in children with autism	\$5,550	The New England Center for Children

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United States	The New England Center for Children	From Public to Private Masturbation: An Assessment of Redirection Procedures & Discrimination Training	\$5,550	The New England Center for Children
United States	The New England Center for Children	Teaching social initiations via direct instruction and preferred social consequences	\$5,550	The New England Center for Children
United States	The New England Center for Children	Training DRA in different contexts to lower resistance to extinction of disruptive behavior	\$5,550	The New England Center for Children
United States	The New England Center for Children	Teaching complex skills using observational learning with video modeling to children diagnosed with autism	\$5,550	The New England Center for Children
United States	The New England Center for Children	Behavioral persistence during intervention	\$5,500	The New England Center for Children
United States	The New England Center for Children	Functional Analysis & Treatment Evaluation of Problem Behavior during Transitions	\$5,550	The New England Center for Children
United States	The New England Center for Children	Teaching a young man with autism to transition safely between environments: A constructive approach	\$1,830	The New England Center for Children

